

**SIG Form 1—Application Cover Sheet
School Improvement Grant (SIG)
Application for Funding**

**APPLICATION RECEIPT DEADLINE
November 18, 2011, 4 p.m.**

Submit to:
California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

NOTE: Please print or type all information.

County Name: Los Angeles County		County/District Code:
Local Educational Agency (LEA) Name Monseñor Oscar Romero Charter School		LEA NCES Number: 19-64733-0114959
LEA Address 1501 Wilshire Blvd.		Total Grant Amount Requested \$150,000
City Los Angeles, CA	Zip Code 90017	
Name of Primary Grant Coordinator Yvette King-Berg	Grant Coordinator Title Executive Director	
Telephone Number (818) 726-8883	Fax Number (213)413-9699	E-mail Address ykingberg@yplusa.org
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Yvette King-Berg		Telephone Number (818) 726-8883
Superintendent or Designee Signature (Blue Ink)		Date

SIG Form 2—Narrative Response

Needs Analysis

Response:

STUDENT POPULATION

Monseñor Oscar Romero Charter Middle School serves students and families from Berendo Middle School. Berendo Middle School, a public middle school located in the Los Angeles Unified School District (LAUSD), serves 1,777 students in grades 6-8. The percentage of these students who are enrolled in the federal Free and Reduced Price Lunch program is 86%, a figure higher than the average 79.8% in LAUSD and 51.2% in California. The Latino student population at the school is 97%. Berendo Middle School, typical of the public schools in Pico Union/Westlake, is also overcrowded. The average class size is 31.9 students, higher than both LAUSD (27.7) and California (27.3) standards. The pupil/teacher ratio at Berendo Middle is 24.4, higher than the 20.1 ratio for LAUSD and 21 for California.

The student population reflects the demographics of the surrounding schools. According to the last CBEDS count, the middle schools in Pico Union/Westlake serve approximately 94% Latino students. More than 96% of children at these schools are enrolled in the federal free and reduced price lunch program, according to California Department of Education data. All three middle schools located in the Pico Union/Westlake community that the charter school will serve are Program Improvement Schools Year 5, under Title I, Part A: Berendo Middle, Virgil Middle, and Adams Middle School.

The student population reflects the demographics of the surrounding schools. According to the California Department of Education (CDE) Dataquest Monseñor Oscar Romero Charter Middle School students are 97% Hispanic or Latino, 32% are English Learners and 100% of students qualify for Free and Reduced Price Meals. All of the students are granted equal access to the school resources regardless of their economic or academic status. In addition, Monseñor Oscar Romero Charter Middle School works with the surrounding schools to ensure that students smoothly transition into and out of our program.

Prevention/Intervention/Acceleration Program:

During the first period of each day all students are leveled and placed into a reading elective block based on their instructional level. Therefore, if an 8th grade student with special learning needs or an English Language Learner is reading at the 4th reading level based on the Gates-MacGinitie normed reference test (see Appendix G for description), he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th grade reading level. The reverse is also true, if there is a 6th grade gifted student that is reading at the 9th grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 9th grade Reading Edge Course.

The Reading Edge is a research-based, and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instruction for students at beginning through 8th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader's theatre to develop basic decoding skills, reading fluency, vocabulary building, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Reading Edge uses cooperative-learning techniques to engage students with their learning and to create and foster a positive classroom environment.

Middle school students who are reading at a second and third grade level have mastered basic phonics skills, but they haven't achieved enough reading fluency and vocabulary to make contact with the world of adult reading, contact that first occurs at the fourth grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth grade reading level as quickly as possible. This general goal can be broken down into the following areas:

- 1. The students will acquire word recognition skills.** In levels 2 - 3, students are provided direct instruction in techniques and strategies they can use to successfully decode unfamiliar words, such as using phonetic clues within the word, using other words in the text as clues, breaking down multisyllabic words, and identifying prefixes, suffixes, and base words.
- 2. The students will achieve greater reading fluency.** Fluency is the ability to read smoothly at an acceptable speed with few errors and with good expression. While students can sometimes read fluently without understanding what they read, achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks.
- 3. The students will continue to develop their vocabulary.** These students need help with both learning completely new words (a task that is particularly critical for students who are learning English as a second language) and with learning to read words that are already in their spoken vocabulary. Levels 2 - 3 offer activities that assist with both aspects of vocabulary development.
- 4. The students will learn basic comprehension strategies.** While levels 2 - 3 appropriately emphasize fluency over comprehension, the students will learn that fluency is only important to the extent that it results in better and more efficient understanding. Fluency is thus always taught in tandem with guidance and validates s for comprehension. The comprehension strategies that are offered range from basic clarifying techniques (such as sounding words out, looking at other words and pictures for clues, and asking for help) to important strategies that contribute to active reading,

such as predicting, asking questions, making mind movies, and summarizing.

5. The students will learn to write in response to what they read. Levels 2 - 3 focuses on helping students write correct and complete sentences, applying appropriate punctuation, capitalization, grammar, and spelling, as well as vocabulary building.

In addition to Monseñor Oscar Romero Charter School's conducting and evaluating all components of its curriculum and instruction to improve student academic achievements. The school team: Executive Director, Leadership Team which include: Administrators, Director of Instruction, Director of Operations, Content Area Lead Teachers, Director of Technology, staff, parents and community members participated in Advisory Meetings, Parent Meetings, Back to School Night, Café con los directores, and other parent workshops, teacher weekly meetings for on-going professional development. MORCS also has a scheduled common planning time for all teachers.

Monseñor Oscar Romero Charter School has administered the Academic Performance Survey (APS) as indicated in Appendix A.

The participants in the **APS Survey** included teachers, administrators, staffs, community representatives and parents. The Survey was tallied into each area with the following areas of need indicated in Appendix A.

Each area is addressed as most needed:

A **Need for ELD Program**- was identified as most needed; specifically in the area of professional development in working with English Learners. California's standards have been hailed for their rigor, setting high expectations for all students. Starting in 1997, California has adopted content standards in English language arts, mathematics, history-social science, science, visual and performing arts, health, world language, physical education, school library standards, and career technical education. California also has standards in English language development (ELD), which outline the stages of English proficiency English learners progress through as they become proficient in the English language..

All of California's content standards provide detailed expectations for what students should know and be able to do at each grade level. The ultimate goal of the education system in California is to ensure that all students have access to high-quality curriculum and instruction in order that they may meet or exceed the knowledge and skills outlined in the state's academic content standards.

Monseñor Oscar Romero Charter Middle School has a high number of English Language Learners (ELLs), 46% of the school population was reclassified and 32% remain designated as EL in 2010-2011. Therefore, literacy acquisition will continue to be a major part of the foundation for instruction at Monseñor Oscar Romero Charter Middle School Charter. Research resources utilized to develop the program include

Quality Teaching for English Learners Research Study (2009). WestEd Regional Education Laboratory (REL). www.wested.org The Monseñor Oscar Romero Charter Middle School Charter English language support program will consist of five steps, 1) Identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

Need Intervention Program-there is need to immediately address the needs of those students at Far Below, Below Basic, and move the students from Basic into Proficient and Advance. Assessments of identified students using grades, CST/STAR Results and teacher recommendations. Pre and Post Testing. Work with YPI Program to provide intensive student support. Engage current teacher to assist in the intervention program. Develop and implement instructional materials to support daily instruction. Supplement instructional program using effective instructional strategies.

As a result of intensive reading instruction through the use of internally developed and implemented strategic plan and the Success for All Program, Monseñor Oscar Romero Charter School students have posted significant gains in reading proficiency, with some students achieving as much as nine and a half years of grade-level equivalent growth. The overall average growth is nearly 2.5 grade levels across the school. The longer students are at Monseñor Oscar Romero Charter School, the greater their reading gains become. Many students have moved from below grade level to reading at or above grade level.

The school provides constant professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Planning Days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every Monday. That time is used for whole staff development, and grade level, departmental, and committee meetings. The professional development calendar is created ahead of time in alignment with key instructional initiatives. Standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom.

All teachers are trained, supported, and are implementing Thinking Maps, a set of eight fundamental thinking skills. These eight cognitive skills are used together by students to assist with learning across disciplines and with greater complexity as student move through each grade level. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps become a tool set for supporting effective instructional practice and improving student performance. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted and used in every classroom.

The research-based reading program Success for All: Reading Edge, combined with constant progress monitoring, has resulted in constant reading gains on the Gates-MacGinitie reading assessments. The school increased its API score by 54 points in 2010-2011 to 725.

Demonstrating continued growth on the Adequate Yearly Progress measure, Monseñor Oscar Romero Charter School has moved students across bands, from below basic and basic into proficiency. The proficiency rate for English Language Arts was met; however the proficiency rate was not met in Mathematics.

It is important that MORCS work with YPI Program to provide intensive student support. MORCS will continue to engage current teacher to assist in the intervention program. It is also imperative that teachers develop and implement instructional materials to support daily instruction. Supplement instructional program using effective instructional strategies. Allowing students to move forward and pace themselves to achieve at their level, supporting Gifted students; as well as those students scoring far below, and below basic.

Highly Qualified Teachers-all teachers completing BTSA. Engaging a BTSA Consultant may be key in providing the needed course work for completion of BTSA. Designate leadership in the Areas of Teacher Support/Curriculum and Instruction and Classroom Management for all teachers. Review and support teachers on Pacing Plans, Lesson Plans, and Data-Driven Instruction.

Development of Pacing Guides, Lesson Plans, and support for instructional delivery. Address California State Standards, Calendar, Schedules, and strategies for data driven instruction. Provide teachers with assistance in effective instructional delivery, and development of materials that enhance preteaching, reteaching and teaching (Direct Instruction).

Full implementation means that the annual district-instructional/assessment pacing guides are in daily use in all reading, language arts, and ELD/ELA and Mathematics classrooms to fully implement the SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level. Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course-pacing guide is the foundational pacing guide for the strategic support class students. Each subject area needs to complete a course description for each course. Aligned with California Standards and school calendar develop and implement a pacing guide.

Development of Instructional Materials, Assessment Driven Instruction, Analysis and use of Data-Maintain Inventory, Use of Adopted Textbooks, supplemental guides, Development of Tier I, Tier II, and Tier III Targeted or Strategic Instructional/ Intervention. Use Three Tier Model:

Tier I.

Tier I Instruction requires:

- At least 90 minute un-interrupted literacy block, adapt to all instruction.

Intensity:

- Academic engagement of all students

- Explicit, systematic instruction
- Multiple opportunities to respond to instruction
- Immediate corrective feedback
- Scaffold practice of new skills

Tier II Targeted or Strategic Instructional/Intervention

- Instruction and/or intervention that goes beyond quality Tier I instruction
- Provided in small group or one-to-one
- Systematic and integrated instruction
- Provided by trained personnel
- Frequent and intense
- Progress monitoring occurs with curriculum based measurement tools (CBMs or others) and it monitors what is being instructed

How do you know when a student needs Tier II?

- When a student demonstrates lack of progress over time
- Poor response to group instructional procedures used in Tier I
- These services are provided in addition to Tier I as a problem solving process or a standard treatment protocol

Coaching/Monitoring/Expert Support – PD offered in collaboration meetings, program monitoring, assessment and evaluations. Improvement of Instructional Program – Tier I, Afterschool, classroom observation and teacher support, parent collaboration, support and partnerships.

Assessment/Monitoring- Use of PowerSchool and database for scoring, analyzing, and using student achievement data to move students forward.

Professional Development/Protocols-Continuous Professional Development, reflective data taken from all participants. Adoption of instructional model that focuses on the following strategies: Collaborative learning, writing to learn, literacy groups, questioning strategies, scaffolding texts and learning, academic classroom talk, increasing vocabulary.

Partnerships for Professional Development – SMART Goal Setting, PD ELD, PD English Learners, PD Mathematics SELF ASSESSMENT

Self-Assessments

Monseñor Oscar Romero Charter School is deeply committed to providing for students at all levels to clearly determine what is needed a continuous self-assessment and reflection must take place. The school has initiated the process to become a “Certified Charter School Association” school through the Cambridge Education Charter Program Quality Review, a rigorous external evaluation and self-assessment process. MORCS conducts a schoolwide review of the school’s operations and facilities, reviews all internal educational/curriculum/student benchmarks through various mechanisms, e.g. Member Center –Success for All (SFA), Zoom, and Data Director capturing student data to drive instruction. In addition, all staff members review the California state annual assessment

STAR/CST for each content area. The development of a Personalized Education Plan (PEP) for each student along with schoolwide goals to increase student academic achievement at every level is addressed yearly. PEP will be evidence by the following:

- SFA Reading Placement
- ALEKS personalized math courses
- Student reflections
- Data notebooks where students their assessment data and set individual growth goals.

This year the focus is not only on isolating student academic achievement; but focusing on the whole child by developing individual school leaders. In other words, all students, teachers, administrators, staff members, parents and community will be provided leadership development to encourage and promote active engagement in the school's overall mission. Everyone in the school and its community will be active leaders in their own growth and in support of MORCS' vision and mission.

Clearly, the decision to address all the needs identified in the APS Survey

Selection of Intervention Models

Response: The intervention model that will be used is Success for All (SFA) Success For All- *Success for All (SFA)*[®] is a whole-school reform model that includes a reading, writing, and oral language development program for students in prekindergarten through eighth grade. Classroom reading instruction is delivered in daily 90-minute blocks to students grouped by reading ability.

Success For All Reading Assessments

Measuring how students will perform on high-stakes assessments is critical in elementary school, but an immediate concern for middle schools as well. 4Sight assessments are available for many states in grades 6-8. They help you to predict how students will perform on state assessments, and provide useful data for focusing professional development and instructional goals.

In today's high-stakes testing environment, you can't afford to wait to see how your elementary and middle school students perform on your state assessments. You need to estimate how students are likely to perform throughout the year. That's why the Success for All Foundation created 4Sight, a new benchmark assessment tool that enables you to predict your students' reading achievement five times a year—in time to take action in the areas in which students need help. No prediction is perfect, but 4Sight provides a useful guide to help teachers focus instruction.

4Sight assessments are one-hour tests that have exactly the same formats, coverage, look, and feel as your state reading assessments. They produce overall scores that predict students' scores on state assessments such as TAKS, ISAT, MCAS, CST, and many others. Further, 4Sight produces scores on key subskills designed around your state's standards—for example, interpreting text, drawing conclusions, purpose of text,

and so on. These scores tell you where to focus professional development and instructional efforts to ensure student success.

4Sight is designed to be useful to teachers and school leaders. With easy-to-use scoring masks and scoring rubrics, teachers can quickly determine each child's strengths and weaknesses. Because they participate in scoring, teachers feel that they own the data and can have confidence in it. An online reporting tool provides easy to use charts that summarize scores for grades, classes, and students.

Gates-MacGinitie Reading Tests

The Gates-MacGinitie Reading Tests measure achievement in reading for students from kindergarten through the twelfth grade. The nine test levels include a pre-reading evaluation, two levels that can be used with first-graders depending on level of instruction, separate levels for the 2nd, 3rd, and 4th grades, and three upper levels for grades 5/6, 7/9, and 10/12. The first level takes the longest to administer (1 hour, 45 minutes) since the teacher must read the questions to examinees. Levels 1-10/12 take only 55 minutes and contain vocabulary and reading comprehension sections. The vocabulary sections provide five choices of definition for a word presented in a sentence or phrase. Comprehension sections involve choosing one of four answers to questions relating to a text passage. These tests have been extensively normed for both fall and spring administration and yield scores expressed in several different ways including grade equivalencies and percentile rankings. Test booklets are reusable after level 3 and answers may be scored manually or electronically. Information on reliability and validity studies is available from the publisher but is not part of the EAC East collection, and cross-validation has been established with the Iowa Test of Basic Skills.

In addition, there is Technology Integration: By implementing technology with the curriculum, Monseñor Oscar Romero Charter School ensures that students learn computer skills while pursuing academic goals.

Integration of these components:

- The Enhancing Education through Technology Grant has supported the installation of computers in every classroom in at least a 1:3 computer to student ratio in the classrooms. Schoolwide, the ratio is 1.3 students to each computer.
- In addition to computers in each classroom, students at MORCS have access to two (2) complete computer laboratories. This includes a technology laboratory in a classroom with a 1:2 ratio. The other laboratory is mobile and can be taken into the various classrooms. Therefore, schoolwide technology has a 1:3. The 7th grade mathematics and science classroom have a 1:1 student ratio.
- The school has successfully managed an E-Rate process, and is currently submitting for about \$160,000 in funding to continue to keep the school on the cutting edge of technology integration.
- Key technology applications have been integrated into every classroom,

and students are proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications including graphic design.

- 100% of students complete digital portfolios each year.
- All teachers and students have completed a technology survey that guides technology integration and professional development.
- The school has a fully functioning computer lab and technology classes available to all students.
- All elective classes: Reading, Communications, and Technology – are fully technology integrated, and those teachers regularly collaborate to design integrated, thematic, technology-based projects.
- ALEKS –Mathematics Increase student performance and retention with individualized assessment and learning. ALEKS' powerful learning management system provides teachers with individual student results.
- Study Island - The web site gives our students the tools to study academic material in a fun and engaging way. Several choices of games, tests, and flashcards are provided for each content area. The subject areas include Math, English, Social Studies, Science, Foreign Language, and Home Economics. Each area is divided into several subcategories with the instructions for each activity. Our teachers use Study Island to supplement the classroom curriculum by entering their own content for "vocabulary, chapter reviews, and/or study guides for upcoming exams." The online Report Card keeps track of progress. Included is a print option for studying offline.
- Voyager Journeys (vocabulary development program)- new version of *VocabJourney*[®], an interactive, web-based reading component to help all students, which includes English Learners to boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.

Demonstration of Capacity to Implement Selected Intervention Models

Response: The implementation of SFA intervention model is one in which all personnel must adopt. The teachers, staff and administration are all in agreement to adopt the Success for All, intervention model. At ongoing staff development weekly meeting teachers, staff and administrators discuss the various programs, purpose, and does it fit into what the school already has, in other words not adding another program. How does it improve student academic achievement is always the focus.

Recruitment, Screening, and Selection of External Providers

Response: The staff, all personnel, parents and community members all had an opportunity to screen, and view various program offerings. Success for All (SFA) was unanimously accepted.

Alignment of Other Resources with the Selected Intervention Models

Response: Align with California State Standards-all supplemental materials will be further supported with other supplemental funds. receive Title I, will be used

to provide Title II, these funds will be used for Highly Qualified Teachers, Title III, Part A will be used to Improve English Proficiency of English Learners students, and will also be used for supplemental instructional materials and professional development.
Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)
Response Not applicable
Modification of LEA Practices or Policies
Response: Modification has been included in the charter renewal and will submit a newly aligned LEA Plan. The MORCS teacher interfacing, professional development, and commitment to remain at the school have been discussed and accepted.
Sustainment of the Reforms after the Funding Period Ends
Response: Sustainability is always a challenge; however once MORCS has realized academic gains and is in one facility expenses are expected to decrease and eventually the cost of these services will be re-evaluated and upgraded as students educationally advance. The goal is to continue to write and be awarded grants, create partnerships (donors), and continue to ensure maximum effectiveness in the use of all resources.
Establishment of Challenging LEA Annual School Goals for Student Achievement
<p>Response:</p> <p>Academic Growth</p> <p>All data will be disaggregated to show how sub-groups; e.g. LEP, non-LEP, mobility, gender, etc. perform. The school Administrator, staff, and teachers will be held accountable to the Board for meeting the school outcome goals. Monseñor Oscar Romero Charter Middle School will pursue the following outcome goals:</p> <p>Outcome Goal:</p> <ul style="list-style-type: none"> • <i>Monseñor Oscar Romero Charter Middle School will rank 6 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.</i> • <i>Monseñor Oscar Romero Charter Middle School will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.</i> • Monseñor Oscar Romero Charter Middle School will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal. It will achieve an API of at least 725 prior to charter renewal. Although local elementary schools which feed into the middle schools have achieved API scores ranging from 681 to 766. It is our hope that our students will score far beyond the minimum bar that has been set. • Monseñor Oscar Romero Charter Middle School's academic performance on the CST will be equal to or better than the academic performance of the LAUSD schools that Monseñor Oscar Romero Charter Middle School students would otherwise attend in the year prior to charter renewal or in two of the last three years prior to renewal. Specifically, at least 35% of students will score proficient or above on the CST English Language Arts on average. At least 38% of

students will score proficient or above on the CST Math on average. These are the average scores of the highest achieving middle school in the neighborhood, Adams Middle School.

- Monseñor Oscar Romero Charter Middle School's academic performance on the CST will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations in the year prior to charter renewal or in two of the last three years prior to renewal.
- Students at Monseñor Oscar Romero Charter Middle School will meet or exceed the outcomes identified in the No Child Left Behind Act for AYP and API in the year prior to charter renewal or in two of the last three years prior to charter renewal.

Inclusion of Tier III Schools (if applicable)

Response: Not a Tier III School

Consultation with Relevant Stakeholders

Response: Monseñor Oscar Romero Charter Middle School has consulted with all stakeholders; parents, students, teachers, staff members, administrators, community and its board.

Curriculum Steering Committee

A curriculum steering committee was formed during the initial phase of the Monseñor Oscar Romero Charter Middle School. This committee includes teachers, parents, community leaders, and academic partners as members and meets quarterly.

Academic partners include The School Redesign Network at Stanford University and representatives from the University of California Los Angeles (UCLA) and California State University, Northridge (CSUN). In addition, MORCS has a partnership with Yale University where staff is collaborating in developing and addressing curriculum in the area of social emotional intelligence for middle school students. The primary mission of the committee will be to uphold our definition of the 21st century educated person and prepare our students to strive toward this goal. The permanent nature of the committee (though members may come and go) allows this goal to remain relevant and its definition to evolve over time. The committee will make recommendations to each department and teaching team.

Parental Involvement

One of the primary predictors of student success is parent involvement in the education of their children. Parents of Monseñor Oscar Romero Charter Middle School students are encouraged and expected to participate in the educational experience of their child(ren). Monseñor Oscar Romero Charter Middle School has created a school culture where parents and families are embraced as partners in the education of each child.

Teachers and staff receive ongoing training in the importance of parent involvement and specific strategies to enhance their partnership. Teachers are encouraged to build relationships with the families of their students and receive resources for reaching out to parents.

The school provides translation services and materials in the child's home language to

ensure effective communication. Staff receives ongoing training on quality parent services. Monseñor Oscar Romero Charter Middle School implemented administrative procedures to measure the level of parent satisfaction with school staff.

Monseñor Oscar Romero Charter Middle School convenes a Parent Advisory Council and encourages and provides train parents on how to participate in school governance. The school will create activities that involve parents in the education of their children at school and in our community.

Equally important, Monseñor Oscar Romero Charter Middle School provides ongoing parent education classes and workshops. For example, some of the activities focuses on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; and help their children form a vision for their own future. Other activities teach parents the significance of their involvement in the school.

SIG Form 4a—LEA Budget Summary

Fiscal Year (FY) 2012–13

Name of LEA: Monseñor Oscar Romero Charter School	
County/District (CD) Code: 19-64733-0114959	
County: Los Angeles	
LEA Contact: Yvette King-Berg	Telephone Number: (818)726-8883
E-Mail: ykingbergypiusa.org	Fax Number: (213)413-9699
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		FY 2012–13		FY 2013–1	FY 2014–1
		Pre-Imp.	Full Imp.		
1000–	Certificated Personnel Salaries				
1999					
2000–	Classified Personnel Salaries				
2999					
3000–	Employee Benefits				
3999					
4000–	Books and Supplies		3,000	3,000	3,000
4999					
5000–	Services and Other Operating Expenditures				
5999					
5100	Success for All-SFA		12,000	12,000	12,000
5100	ALEKS		7,000	7,000	7,000
5100	Voyager		5,000	5,000	5,000
5100	Voyager Vocabulary		4,000	4,000	4,000
5100	iObservation-Teacher		3,000	3,000	3,000
5100	Thinking Maps		3,000	3,00	3,000
5800	Professional/Consulting EL		4,000	4,000	4,000
5800	Professional/Consulting Services/EL/Mathematics/Assessment		5,740	5,740	5,740
6000–	Capital Outlay				
6999					
7310	Indirect Costs (5.26%)		2,630	2,630	2,630
& 7350					
Total Amount Budgeted			\$50,000	\$50,000	\$50,000

SIG Form 4b—LEA Budget Narrative

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)			Object Code
	FY 2012–13	FY 2013–14	FY 2014–15	
Books and Materials Used to support Professional Development, teacher support supplemental references	\$ 3,000	\$ 3,000	\$ 3,000	4200
Success for All-SFA Success For All- <i>Success for All (SFA)</i> ® is a whole-school reform model that includes a reading, writing, and oral language development program for students in sixth through eighth grade. Classroom reading instruction is delivered in daily 60-minute blocks to students grouped by reading ability.	12,000	12,000	12,000	5100
ALEKS English Language Arts and Mathematics support Online program. Mathematics Increase student performance and retention with individualized assessment and learning. ALEKS' powerful learning management system provides teachers with individual student results.	7,000	7,000	7,000	5100
Voyager Math Used to scaffold and provide support through after school tutoring at MORCS. Voyager Math will be used consistently to provide support to all students scoring below and far below basic in Math.	5,000	5,000	5,000	5100
Voyager Vocabulary Voyager Journeys (vocabulary development program)- new version of <i>VocabJourney</i> ®, an interactive, web-based reading component to help all students, which includes English Learners to boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.	4,000	4,000	4,000	5100
iObservation – Teacher The instructional team is given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, it was noted that the school effectively	3,000	3,000	3,000	5100

utilizes technological tools (like iObservation and GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices.				
Thinking Maps Thinking Maps, developed by Dr. David Hyerle, are visual teaching tools that foster and encourage lifelong learning. They are based on a simple yet profound insight: The one common instructional thread that binds together all teachers, from pre-kindergarten through postgraduate, is that they all teach the same thought processes. Based on thorough and well-accepted academic study and brain research, the eight Thinking Map tools correspond with eight fundamental thinking processes. More than simple <u>task-specific graphic organizers</u> , our tools can be utilized individually or in various combinations to form a Common Visual Language for students and teachers at all grade levels, in all subjects.	3,000	3,000	3,000	5100
Professional/Consulting English Learner Profession/Consulting	4,000	4,000	4,000	5800
Services/EL/Mathematics/Assessments	5,740	5,740	5,740	5800
Indirect Cost (5.25%)	2,630	2,630	2,630	7310

SIG Form 5a—School Budget Summary

Fiscal Year 2012–13

Name of School: Monseñor Oscar Romero Charter School	
County/District (CD) Code: 19-64733-0114959	
County: Los Angeles	
LEA Contact: Yvette King-Berg	Telephone Number: (818)726-8883
E-Mail: ykingbergypiusa.org	Fax Number: (213)413-9699
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		FY 2012–13		FY 2013–14	FY 2014–15
		Pre-Imp.	Full Imp.		
1000–	Certificated Personnel Salaries				
2000–	Classified Personnel Salaries				
3000–	Employee Benefits				
3999					
4000–	Books and Supplies		3,000	3,000	3,000
4999					
5000–	Services and Other Operating Expenditures				
5999					
5100	Success for All - SFA		12,000	12,000	12,000
5100	ALEKS		7,000	7,000	7,000
5100	Voyager		5,000	5,000	5,000
5100	Voyager Vocabulary		4,000	4,000	4,000
5100	iObservation-Teacher		3,000	3,000	3,000
5100	Thinking Maps		3,000	3,000	3,000
5800	Professional/Consulting English Learner		4,000	4,000	4,000
5800	Professional/Consulting Services/EL/Mathematics/Assessment		5,740	5,740	5,740
6000–	Capital Outlay				
6999					
7310 &	Indirect Costs (5.26%)		2,630	2,630	2,630
7350					
Total Amount Budgeted			\$50,000	\$50,000	\$50,000

SIG Form 8—Sub-grant Conditions and Assurances (Page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances.

The US Department of Education requires LEAs to adhere to the following assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I, Tier II, and Tier III school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.

Furthermore, the CDE requires LEAs to adhere to the following additional assurances:

5. Ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. Follow all fiscal reporting and auditing standards required by the CDE.
7. Participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. Respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. Use funds only for allowable costs during the sub-grant period.
10. Include in the application all required forms signed by the LEA Superintendent or designee.
11. Use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant,

SIG Form 8—Sub-grant Conditions and Assurances (Page 2 of 3)

including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. Hereby express its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. Ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. Ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education on the Web page at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source).
16. Agree that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. Cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and provide all requested documentation to the SEA personnel in a timely manner.
18. Repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agree to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. Administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. Obligate all sub-grant funds by the end date of the sub-grant award period or repay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. Maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 8—Sub-grant Conditions and Assurances (Page 3 of 3)

22. Comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

The signature on the front of this application indicates acknowledgement and agreement to all assurances.

SIG Form 9—Schools to Be Served

Indicate which schools the LEA commits to serve, their Tier designation, and the intervention model the LEA will implement in each Tier I and Tier II school. For each Tier I and Tier II Title I school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and those that are eligible to receive FY 2010 SIG funds, may implement the transformation m

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED	
						Turnaround	Restart	Closure	Transformation	Start Over (Restart and Turnaround Only)	Implement SWP
Monseñor Oscar Romero Charter Middle School	19-64733-0114959			X							X

School: Monseñor Oscar Romero Charter School		I or II (circle one)			
Tier:					
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(1) Replace the principal who led the school prior to commencement of the transformation model.	The Principal has already been replaced. Newly assigned Administrators are working as a team and providing teachers, staff ongoing teaching support.	2011	On going	Executive Director	<ul style="list-style-type: none">• All needs addressed as indicated above.• Daily and weekly reflects of status• Teacher and staff reflections.• Using teacher observations as guiding tools, encouraging improvements• Student academic Achievement.
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	<u>Professional Development</u> , support and coaching is provided for individual teacher effectiveness as per Robert Marzano's research as in the <i>Art and Science of Teaching</i> (2007) which states "... research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e. high probability) of working well with students. In other words, individual classroom teachers must determine which strategies to employ with the right students at the right	2011	On going	Executive Director Administrators Teachers	<ul style="list-style-type: none">• iObservation Results• SFA benchmarks• Pacing Guides• Lesson Plans• Individual Conference Results

	<p><i>time.” Use of these three general characteristics of effective teaching are articulated in the framework presented:</i></p> <p><u>Supervise and Support Effective Teachers in Every Classroom</u></p> <p>The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for supervising and supporting effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:</p> <ol style="list-style-type: none"> 1.Marzano Observation and Feedback Protocol 2.Inter-rater reliability for observers 3.Constructing effective feedback 4.Analyzing data on teacher practice for trends and patterns 5.Collecting data to convene collegial conversation <p>Connecting teacher practice to student achievement</p>				
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School: Monseñor Oscar Romero Charter Middle School				I or II (circle one)	
Tier:					
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<p>Teachers are consulted as to achievement benchmarks and needed growth-once an improvement plan is not realized the teacher will be asked to reevaluate their career choice.</p> <p>Teachers are rewards for student academic achievement increases will be recognized through opportunities for increased salaries and other leadership promotions.</p> <p>The Monseñor Oscar Romero Charter Middle School development team has studied examples of effective practices that have worked to close this achievement gap.</p> <p>Effective Teachers will produce student that are able to achieve at the level needed for academic growth.</p>	2011	On going	<p>Executive Director</p> <p>Leadership Team</p> <ul style="list-style-type: none">• Administrators• Director of Instruction• Director of Operations• Content Area Lead Teachers• Director of Technology	<ul style="list-style-type: none">• iObservations<ul style="list-style-type: none">– Teacher Reflections• Teacher Evaluation• Benchmarks• Certificate of Completion<ul style="list-style-type: none">-Includes dates, times and areas.

25

<p>a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.</p>	<p>Monseñor Oscar Romero Charter is committed to supporting its staff and teachers by providing constant opportunities for professional growth and development. Monseñor Oscar Romero Charter School believes that one of the best methods for professional development consists of learning from others facing similar situations. Monseñor Oscar Romero Charter fosters a collaborative school environment whereby teachers are given a chance to interact on a periodic basis to perform a variety of development activities. Such activities include lesson plan development, student achievement strategies, and general student related discussions between teachers. All teachers are encouraged to seek assistance from Monseñor Oscar Romero Charter staff or other teachers throughout the year. Monseñor Oscar Romero Charter desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.</p> <p>All teachers and other instructional staff (including teaching aides) must meet the requirements for highly qualified teachers and staff required by the NCLB Act.</p> <p>RESEARCH-BASED PRACTICES:</p> <p>Monseñor Oscar Romero Charter School</p>	<p>2011</p>	<p>On going</p>	<p>Executive Director</p> <p>Leadership Team</p>	<ul style="list-style-type: none"> • iObservations <ul style="list-style-type: none"> – Teacher Reflections • Teacher Evaluation • Benchmarks • Certificate of Completion <ul style="list-style-type: none"> -Includes dates, times and areas.
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	<p>uses curriculum and instructional strategies founded on proven practices.</p> <p><i>Authentic assessments</i> are used to judge student achievement beyond traditional evaluation instruments.</p> <p>Professional development includes <i>teacher, staff and community coaching</i> to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community.</p> <p><i>Differentiated instruction</i> allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.</p>				
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School: Monseñor Oscar Romero Charter School				Tier: I or II (circle one)	
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	RECRUITING QUALIFIED TEACHERS Teachers who are qualified to deliver the instructional program will be recruited through various search methods, such as EdJoin, Craigslist, CCSA, Teach for America, at local universities, and at community organizations. Recruitment will be both local and global as necessary to find teachers appropriate for the school's instructional approach (project-based learning, technology integration, etc.).	2011	On going	Executive Director Leadership Team Administrative Team Teachers	<ul style="list-style-type: none"> Completed BTSA Programs Clear Credentials Active Participants in Professional Development, school norms and Strategies components being instituted. Partnered with another teacher Classroom support
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	Monseñor Oscar Romero Charter Middle School believes that a systematic standards-based instructional program will ensure that students will be successfully engaged in rigorous academic activities. A research-based instructional program that is vertically aligned from one grade to another. Rigorous instruction, guided by data-based analysis of student achievement, will ensure	2011	On going	Executive Director Leadership Team Administrative Team Teachers	Based on fully implementing and internalization of SFA Model, and other benchmarks the following assessments will result in successful academic gains. <ul style="list-style-type: none"> State Mandated Tests Portfolios of written work Teacher developed assignments and assessments Oral presentations Faculty-developed rubrics Classroom Projects

	<p>that students reach proficiency in Reading Language Arts and Math, and meet or exceed API and AYP targets.</p> <p>Teachers at all grade levels will be trained in a proven effective model of standards-based instruction: Strategic Design for Student Achievement (SDSA). SDSA comprises a four-step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. Specifically, teachers trained in the SDSA model will be able to perform the following design tasks:</p> <p><u>1) Prioritize and Cluster Standards</u></p> <ul style="list-style-type: none"> • Analyze the level of thinking (Bloom's Taxonomy) embedded in each standard • Prioritize standards according to the 				Year-end Capstone projects
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	<p>following criterion:</p> <p>Priority 1 <i>Does the standard represent a multi-faceted, complex idea that requires “uncoverage”?</i></p> <p>Priority 2 <i>Does the standard represent a set of discrete skills or isolated pieces of knowledge?</i></p> <p>Priority 3 <i>Is this non-essential knowledge that may enhance student understanding of the larger/broader topic?</i></p> <ul style="list-style-type: none"> • Cluster content standards around identified “Priority 1” standards • Clearly communicate expected outcomes to students <p><u>2) Align Assessments</u></p> <ul style="list-style-type: none"> • Make strategic decisions about when to use formative and summative assessments 				
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	<ul style="list-style-type: none"> • Identify the “Achievement target” (knowledge, reasoning, skills, product, or dispositions) embedded in the content standards • Use the identified achievement target to select from among four kinds of assessments (selected response, constructed response, performance assessments, personal communication) to align to the standards • Clearly define and communicate assessment criterion to students <i>prior to instruction</i> <p><u>3) Design Rigorous Instruction (See Sample Unit and Lesson Plans in Appendix H)</u></p> <ul style="list-style-type: none"> • Define measurable, achievable objectives that align to given standards • Design engaging and rigorous instructional activities that align to standards and 				
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	<p>assessments</p> <ul style="list-style-type: none"> • Differentiate instructional activities (process, product, and content) based on student readiness • Communicate performance expectations to students prior to beginning activities <p><u>4) Analyze Effectiveness and Efficiency</u></p> <ul style="list-style-type: none"> • Collaboratively examine student work to determine effectiveness of assessments and activities in supporting student mastery • Analyze student achievement data to identify standards that require extension or remediation • Conduct a collaborative lesson study to evaluate efficiency (effective coverage of content standards for mastery) 				
b(2) Promote the continuous use of student data to	Monseñor Oscar Romero Charter Middle School believes that	2011	On-going	Executive Director	Based on fully implementing and

<p>inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>effective professional development focuses on increasing teachers' core curriculum knowledge, enhances teachers' instructional strategies to meet the diverse needs of students, and provides teachers with support creating effective assessments to measure student learning.</p> <p>Our approach to professional development will support teachers' instructional planning. Using backwards design, teachers will learn a comprehensive process to improve student achievement in a standards-based system:</p> <ol style="list-style-type: none"> 1. Identifying and Prioritizing Desired Results (Standards) 2. Designing and Aligning Assessments to the Desired Results <p>Designing Effective Classroom Instruction That Provides Opportunities for All Learners</p>			<p>Leadership team</p> <p>Administrative Team</p> <p>Teachers</p>	<p>internalization of SFA Model, and other benchmarks the following assessments will result in successful academic gains.</p> <p>Professional development is continuous and ongoing that involved data analysis of CST's, STAR, and other assessments and benchmarks. Reflective data taken from leadership, faculty, staff, and parents are all used in developing a professional development focus for our school's professional learning community</p>
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SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

School: Monseñor Oscar Romero Charter Middle School				I or II (circle one)	
Tier:					
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
c(1) Establish schedules and implement strategies that provide increased learning time.	Core: Each student will have a Personalized Learning Plan. The student along with his/her teacher will set achievement goals. Amount Increased: <u>3 hrs.</u> During school computer assisted learning	2011	On Going	Executive Director	Based on fully implementing and internalization of SFA Model, and other assessments, and benchmarks students will result in successful academic gains.
	Enrichment Afterschool, computer assisted learning Amount Increased: <u>3 hrs</u>			Leadership team	
	Teacher Collaboration Amount Increased: <u>3 hrs.</u>			Administrative Team Teachers	
d(1) Provide ongoing mechanisms for family and community engagement.	Parent participation in school events ranges from 80-90% in attendance. This success is attributable to the presence of a highly skilled professional whose leadership capacity is dedicated to planning parent education and involvement events; as well as, sustaining regular communication with parents and our community.	2011	On going	Executive Director Leadership team Administrative Team Teachers	The school administers regular parent and student satisfaction surveys, and uses the collected data to reflect on and improve school practices.

	<p><i>School as Community Center.</i></p> <p>Monseñor Oscar Romero Charter Middle School will continue to build on the success of the Youth Policy Institute's school-community partnerships. The school will act as a community center for technology training and access. Computer labs on campus will be accessible to Monseñor Oscar Romero Charter Middle School families. Computer education, family literacy, English as a Second Language (ESL), health and nutrition, and job training classes for parents will be offered during evenings and weekends. The school will work actively with parents, students, and community groups to address issues of gang involvement and violence. The school campus will become a place for community celebrations, performances, meetings, and events.</p>				
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SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

School: : Monseñor Oscar Romero Charter Middle School				Tier: I or II (circle one)	
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
e(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	Monseñor Oscar Romero Charter Middle School selected a group of professionals that share the educational philosophy of the school and are committed to the education of all children. All personnel must commit to the mission and vision of the school. Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries and benefits are based on the job duties and work basis as outlined in the charter.	2011	On Going	Board Members Executive Director Leadership team Administrative Team Teachers	<ul style="list-style-type: none"> Results of parent, teacher surveys Student outcomes on benchmarks assessments and state testing. Employee Evaluations
e(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Monseñor Oscar Romero Charter Middle School will receive ongoing, intensive technical assistance the reform model Success for All (SFA) has in its process a system of ensuring that there is a 100% assurance that all stakeholders are in agreement with the process. Use of California State Standards, Curriculum and Instruction, alignment of state approved text books and most fidelity to making sure student academic achievement is taking place.	2011	On Going	Board Members Executive Director Leadership team Administrative Team Teachers	<ul style="list-style-type: none"> Implementation of SFA Program. Oversight and Implementation Reports. Assessment benchmarks results Student academic achievement measures Scheduled meetings and agendas Professional Development

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SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School, Cont.

School: _____ I or II (circle one)					
Optional Component	Tier: Actions & Activities	Timeline Start End		Oversight	Description of Evidence
Monseñor Oscar Romero Charter Middle School will concentrate on the addressed Success for All model, and components of additional support	Monseñor Oscar Romero Charter Middle School will following implementation, documentation, and assessment of the model and	2011	On-going	Board Members Executive	<ul style="list-style-type: none"> • Implementation of SFA Program • Assessment benchmarks results

Note: See the Program Guidelines section of the RFA for a list of optional Transformation Model components.

programs.	additional components		Director Leadership team Administrative Team Teachers	<ul style="list-style-type: none"> • Student academic achievement measures • Scheduled meetings and agendas • Professional Development
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APPENDIX A

Monseñor Oscar Romero Charter School		
Specific Area of Concentration		
Specific Needs	Schedule of Improvements	Identified Support

Need for ELD Program	<ul style="list-style-type: none"> • All EL are tested, results are distributed to teachers and parents. • Scheduled Program for EL student support to begin 1st Semester. 	<ul style="list-style-type: none"> • Assistance by two teachers who are EL Credentialed. • Professional develop on an ongoing basis to support English Learners (EL's)
Need Intervention Courses	<ul style="list-style-type: none"> • Assessments of identified students using grades, CST/STAR Results and teacher recommendations. • Pre and Post Testing • Ensure that students are mastering content areas. 	<ul style="list-style-type: none"> • Work with YPI Program to provide intensive student support. • Engage current teacher to assist in the intervention program. • Develop and implement instructional materials to support daily instruction. • Supplement instructional program using effective instructional strategies.
Highly Qualified Teacher BTSA Program	<ul style="list-style-type: none"> • All classrooms with fully credentialed, highly-qualified teachers, per the requirements of the No Child Left Behind (NCLB) Act of 2001. • Communicate with LAUSD and participate in a BTSA Program for all teachers working toward a Professional Clear Credential 	<ul style="list-style-type: none"> • Ensure all teachers and staffs are highly qualified. • Attend recruitment fair provided by universities, charter associations, where teachers have been prescreened for appropriate qualifications. • Check with other sources University Programs. • Check with County Office or BTSA Consultant • Designate teachers, administrators, and/or consultants to provide teacher support in lesson development, differentiated instruction, and interventions for student in need of additional support. • Professional Development on data-driven instruction, classroom management and instructional delivery.
Development of Pacing Guides	Full implementation means that the annual district instructional/assessment pacing guides are in daily use in all reading, language arts, and ELD classrooms to fully implement the SBE-adopted RLA/ELD and intensive intervention programs	<ul style="list-style-type: none"> • California State Standards • Calendar • Course Descriptor • The strategic support teacher uses the

	<p>by grade level and/or program level (and by tracks if a year-round school).</p> <p>Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</p> <ul style="list-style-type: none"> • The basic core course-pacing guide is the foundational pacing guide for the strategic support class students. • Each subject area needs to complete a course description for each course. • Aligned with California Standards and school calendar develop and implement a pacing guide. 	<p>basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of</p> <ul style="list-style-type: none"> • Assist teachers with best practices, effective instructional delivery, and development of pacing plans, etc.
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<p>Development of Instructional Materials</p> <p>Assessment Driven Instruction</p> <p>Analysis and use of data</p>	<p>Adopt textbooks that are State approved Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and ELs. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	<ul style="list-style-type: none"> • Inventory • Use of textbooks, supplemental materials, support guides • Use an SFA program to ensure that students have access to research based instruction and effective strategies.
<p>Development of Intensive Materials</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades six through eight, including ELs and SWDs, who are two or more years below grade level in reading, are provided the SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> • Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. 	<p>Use Three Tier Model:</p> <p><u>Tier I.</u></p> <p>Tier I Instruction requires:</p> <ul style="list-style-type: none"> • At least 90 minute un-interrupted literacy block, adapt to all instruction. <p>Intensity:</p> <ul style="list-style-type: none"> • Academic engagement of all students

	<ul style="list-style-type: none"> • The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. <p>Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002/2005 lists or Programs 4 or 5 from the 2008 list.</p>	<ul style="list-style-type: none"> • Explicit, systematic instruction • Multiple opportunities to respond to instruction • Immediate corrective feedback • Scaffold practice of new skills <p>Tier II Targeted or Strategic Instructional/Intervention</p> <ul style="list-style-type: none"> • Instruction and/or intervention that goes beyond quality Tier I instruction • Provided in small group or one-to-one • Systematic and integrated instruction • Provided by trained personnel • Frequent and intense • Progress monitoring occurs with curriculum based measurement tools (CBMs or others) and it monitors what is being instructed <p>How do you know when a student needs Tier II?</p> <ul style="list-style-type: none"> • When a student demonstrates lack of progress over time • Poor response to group instructional procedures used in Tier I • These services are provided in addition to Tier I as a problem solving process or a standard treatment protocol
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		<p>Tier III/Intensive Intervention</p> <ul style="list-style-type: none"> • Intensive instruction – more intense, explicit and systematic than Tier II • Targeted with thorough assessment (narrow focus on specific skill deficiencies) • Likely include longer intervention that may or may not include the provision of special education services • Could include a different curriculum • Always assess quantity of time and quality of instruction we are focusing on accelerating student learning • Based on student response to the “intensity” of intervention determination may be made about referral and eligibility for special education
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<p>Coaching/ Monitoring/Expert Support</p>	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <p>Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.</p> <p>The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.</p> <p>Data team protocol training to lead subject area/course level teachers in the analysis and use of data including formative, curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.</p> <p>Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.</p> <p>Participation in Modules 2 and 3 of the Administrator Training Program.</p> <p>Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</p> <p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of reading and language arts, including strategic and</p>	<ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. <p>Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWD</p>
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	intensive intervention, special education, and ELD teachers.	
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Improvement of Instructional Program	<ul style="list-style-type: none"> • Training on Response to Instruction and Intervention (Rtl²) including support on providing tiered intervention • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent, and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the administrators to fully implement the various EPC objectives. 	Tier I – Afterschool Classroom observation and teacher support Parent collaboration, support, partnership
Assessments/ Monitoring	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system (PowerSchool), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis.</p> <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. <p>Common formative assessments are given at least every</p>	<ul style="list-style-type: none"> • Easily accessible electronic data management system (PowerSchool), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis. • Ongoing monitoring, data analysis of student data to assist with identification of student levels, needed support, intervention and acceleration.

	<p>six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs.</p> <p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. • In mathematics, the use of frequent and timely assessment data is critical to determine when students need the additional differentiated instructional time utilizing the SBE-adopted intervention materials. • For the ongoing monitoring system, data collection (including electronic) is used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. <p>Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs.</p>	
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<p>Professional Development/ Protocols</p>	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the Academic Content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <p>Data team protocol training to analyze and use data to inform classroom and school-wide practices.</p> <p>Participation in subject area/course level team meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <p>Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted</p>	<p><u>Professional Development</u></p> <p>The development of the faculty and staff is of primary importance to the Monseñor Oscar Romero Charter School community. As the school has progressed, student learning needs have been primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, Monseñor Oscar Romero Charter School recognizes that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps will be taken in during the 2012-2013 school year, and every year thereafter to increase professional development for leadership and staff. Monseñor Oscar Romero Charter School recognizes that it must be strategic and allocate sufficient funding to ensure ongoing professional development.</p> <p><u>Continuous Professional Development</u></p> <p>The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies.</p> <p>The school will adopted an instructional model that focuses on the following strategies:</p> <ul style="list-style-type: none"> • collaborative learning
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	<p>program, which may include content support as well as research-based strategies for effective delivery of instruction.</p> <p>Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</p> <p>Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</p> <p>Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</p> <p>Training on RtI² including support on providing tiered intervention.</p> <p>Implementation and monitoring of standards-based IEP.</p> <p>Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</p> <p><u>Mathematics</u></p> <p>Full implementation means that all teachers of mathematics, Algebra I, Algebra I Strategic Support, and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of</p>	<ul style="list-style-type: none"> • writing to learn • literacy groups • questioning strategies • scaffolding texts • academic classroom talk <p><u>Partnerships for Professional Development</u></p> <p>In order to support the teachers in the implementation of these strategies the school will scheduled professional development time for its teachers each on a bi-weekly basis. Every professional development session will focus on one particular strategy as outlined in the Monseñor Oscar Romero Charter School instructional model. The goal is to provide the teachers the necessary information regarding the particular strategy being presented so as to allow the teacher to develop a confident and efficacious use of the strategy in the classroom. Once one strategy has been competently adopted the professional development meetings shift their focus on to a different strategy.</p> <p>Refer to Professional Development Schedule</p>
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	<p>the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; Curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <p>Use of the SBE adopted grade four through seven intensive intervention instructional materials along with the basic core program.</p> <p>Data team protocol training to analyze and use data to inform classroom and school-wide practices.</p> <p>Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver, and adjust instruction.</p> <p>Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</p> <p>Participation in a 40-hour English language learner professional</p>	
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	<p>development institute to highlight instructional practices to support ELs in learning academic content standards.</p> <p>Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</p> <p>Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</p> <p>Training on Rtl² including support on providing tiered intervention.</p> <p>Implementation and monitoring of standards-based IEP.</p> <p>Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</p>	
SMART Goal setting	Setting SMART goals in every classroom.	Evidence on lesson plans and information boards.
PD ELD	As Per Schedule.	
PD English Learners	Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or	

	<p>SBE-approved English learners' Supplementary Materials lists. These materials are implemented daily as designed to support the assessed English proficiency needs of students.</p> <p>Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures.</p> <p>Students at CELDT proficiency levels 1-3 need at least a separate ELD course, using ELD materials focused on building English language skills through SBE-adopted materials.</p> <p>Students performing at CELDT Levels 4 and 5 (Early Advanced and Advanced) may not need separate ELD courses, but should be in a RLA course that has specifically designated materials and/or strategies, which focus on building English language skills for mastery of content standards.</p> <p>For districts using the 2008 SBE-adopted RLA/ELD:</p> <p>At all grade levels, teachers use the ELD components of the 2008 SBE-adopted RLA/ELD program (Programs 2 and 3).</p> <p>For districts/sites adopting only Program 1, teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials).</p>	
PD Mathematics	<p>Full implementation means that all identified intensive intervention students in grades six and seven, including ELs and SWDs, who are two or more years below grade level in mathematics are provided the SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <p>For mathematics, grades four through seven, the 2007 SBE-</p>	

	<p>adopted intensive intervention materials are not designed as a curriculum to replace basic core instruction.</p> <p>The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.</p> <p>Full implementation means that all students in grade eight, including ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.</p> <p>The Algebra Readiness program is a one period, stand-alone, intervention program to prepare students to enter into a grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year.</p> <p>Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.</p>	
	<p>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <p>For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two</p>	

	<p>grade levels and are unable to master grade-level standards.</p> <p>For grades six and seven, strategic students are assessed and need additional instructional time beyond the basic core.</p> <p>For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level course.</p> <p>Some grade six and seven students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the basic core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the basic core ancillary materials to support their achievement of grade-level skills and concepts in their basic core mathematics classroom.</p> <p>For grade eight, strategic students are defined as demonstrating proficiency at or above the grade seven mathematics standards but are unable to master Algebra I standards.</p> <p>For grade eight, strategic students are assessed and need additional instructional time beyond the basic core.</p> <p>For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course.</p> <p>Some grade eight strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the basic core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the basic core ancillary materials to support their achievement of grade-level skills and concepts in their basic core mathematics classroom.</p>	
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	<p>For grades six through eight, the basic core adopted materials and the basic core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers.</p>	
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Monseñor Oscar Romero Charter School Professional Development

Professional Development, support and coaching is provided for individual teacher effectiveness as per Robert Marzano's research as in the *Art and Science of Teaching* (2007) which states "... research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e. high probability) of working well with students. In other words, individual classroom teachers must determine which strategies to employ with the right students at the right time." Use of these three general characteristics of effective teaching is articulated in the framework presented:

1. Use of effective instructional strategies
 2. Use of effective classroom management strategies
 3. Effective classroom curriculum design
- Use of iObservation, an active online teacher observation that includes segments in the following: routine events, enacted on the spot, and interacting with knowledge. In each segment there are 2 to 4 design questions that support effective teaching. These questions range from student behavior, teacher management support, organizing students for learning, using scales/ranges and communicating individual and group goals. Deepening knowledge, understand and helping student with "new knowledge" strategies and their outcomes is another facet this program. Another component and key in classroom management are routines and structures.
 - Monseñor Oscar Romero Charter School was commended for training all administrators through the Leaders of Learning program to more effectively oversee teacher training, and establishing protocols and programs such as iObservation presented above. The instructional team is given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, it was noted that the school effectively utilizes technological tools (like iObservation and GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices.
 - More generally, the evaluators stated that the governing board at MORCS has implemented multiple strategies to improve student outcomes, especially in their effort to improve outcomes for EL students.

Marzano Protocol Professional Development: The Leaders of Learning Program

Supervise and Support Effective Teachers in Every Classroom

The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for **supervising and supporting** effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

1. Marzano Observation and Feedback Protocol
2. **Inter-rater reliability** for observers
3. Constructing **effective feedback**
4. Analyzing data on teacher practice for trends and patterns
5. Collecting data to convene collegial conversation
6. Connecting teacher practice to student achievement

Monseñor Oscar Romero Charter School iObservation Certification Process AKA iObservation Implementation Plan 2011 – 2012

Content Specific	<i>Pacing Plan: Teachers with 4+ years of teaching experience</i>
August – October	New Knowledge
November – March	Deepening Knowledge
April – June	Generating and Testing Hypotheses
Routines	
August/September	Communicate Learning Goals Establish Rules and Procedures
Enacted on the Spot	
October – December	Adherence to Rules and Procedures High Expectations
January - June	Engage students

	Effective Relationships
Content Specific	<i>Pacing Plan: Teachers with 3 or fewer years of teaching experience</i>
August – January	New Knowledge
February - May	Deepening Knowledge
Routines	
August - January	Communicate Learning Goals Establish Rules and Procedures
Enacted on the Spot	
February - March	Adherence to Rules and Procedures High Expectations
April - May	Engage students Effective Relationships

- As a result of intensive reading instruction through the use of internally developed and implemented strategic plan and the Success for All Program, Monseñor Oscar Romero Charter School students have posted significant gains in reading proficiency, with some students achieving as much as nine and a half years of grade-level equivalent growth. The overall average growth is nearly 2.5 grade levels across the school. As demonstrated in the data tables, the longer students are at Monseñor Oscar Romero Charter School, the greater their reading gains become. Many students have moved from below grade level to reading at or above grade level.
- The school provides constant professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Planning Days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every Monday. That time is used for whole staff development, and grade level, departmental, and committee meetings. The professional development calendar is created ahead of time in alignment with key instructional initiatives.
- Standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom.
- All teachers are trained, supported, and are implementing Thinking Maps, a set of eight fundamental thinking skills. These eight cognitive skills are used together by students to assist with learning across disciplines and with greater complexity as student move through each grade level. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps become a tool set for supporting effective instructional practice and improving student performance. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted in every classroom.

- The research-based reading program Success for All: Reading Edge, combined with constant progress monitoring, has resulted in constant reading gains on the Gates-MacGinitie reading assessments (see data summary in Appendix G).
- The school increased its API score by 54 points in 2010-2011 to 725.
- Demonstrating continued growth on the Adequate Yearly Progress measure, Monseñor Oscar Romero Charter School has moved students across bands, from below basic and basic into proficiency. The proficiency rate for English Language Arts was met; however the proficiency rate was not met in Mathematics (see data summary in Appendix E).

STUDENT ACHIEVEMENT

Monseñor Oscar Romero Charter School Charter School has maintained clear and high expectations for its students and their academic achievements. The benchmarks set forth for renewal in the original petition (below) have been met pursuant to AB 1137, which requires Monseñor Oscar Romero Charter School to satisfy *at least one* of the following student outcome goals: